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Special Educational Project for Migrant Children, Naranja, Fla.

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Evaluated are the various features of a project for the education of migrant children in a rural section of Florida. The objectives of the program were to ascertain the special educational needs of this population and to develop programs to meet their needs; to offer necessary supplemental and remedial activities and social and educational experiences for kindergarten-age migrant children; and to develop a prototypal pilot program. The kindergarten and language arts programs are described, and information on classroom materials is included. Also reported are the inservice training and adult education activities and the role and functions of the visiting teacher-social worker in migrant communities. An important facet of the project was the introduction of record-keeping procedures which enabled identification of migrant children in the schools. Another feature was the attempt to obtain a psychological evaluation and a record of reading scores of all the migrant children. (NH)

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AN EVALUATION

OF

THE SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

IN

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

UD 006 706 ED023761

Special Educational Project for Migrant Children
Operating in Schools of the South District
Project Office - Naranja Elementary School
13990 S. W. 264th Street
Naranja, Florida

July, 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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AN EVALUATION

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THE SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

IN

DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

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CHAPTER I

INTRODUCTION

This evaluation purports to give an overview of the Special Educational Project for Migrant Children as it developed during the past school year (1965-66). It will also present data in the areas of academic achievement, attendance, psychological services, and staff attitudes. The project staff realizes in presenting this evaluation that data on migrant children from prior years has not been collected to the extent that it has been this past year. Therefore, this evaluation is based upon limited data. This appraisal will continue throughout the duration of this project and will be more conclusive as evaluative techniques are refined and more data is collected.

An evaluation of the pilot school in the migrant program is included in the Florida City Elementary School report. This report contains data on aspects of the pilot program not found elsewhere, i.e., four-year-olds in pre-school and the expanded community school program.

The Special Educational Project for Migrant Children had its inception in the spring of 1965. At this time, the principals of the schools serving migrant children met with the Director of Special Programs to decide how to improve the educational program for migrant children.

A proposal was written by a group of staff members and submitted to the Office of Economic Opportunity requesting funds to initiate an educational program for migrant children and their families in the South School District of Dade County. Included in this school

district is a 350 square mile farming area of Dade County located thirty miles to the southwest of Greater Miami. Each winter between 9,000 and 10,000 migrant and seasonal agricultural laborers work the crops on 125,000 acres. The agricultural season begins early in September and extends to May. The work force is composed of many different ethnic groups; Americans—both Negro and White, Texas-Mexican and Puerto Rican.

Dade County, because of the length of its agricultural season, has become the home base for many migrants. Those workers, who do travel, follow many different travel patterns. The Anglo-Americans, who work mainly in the packing houses, either live the entire year in Dade County or migrate to one of the Southeastern States in the summer. The majority of the American Negroes work seasonally in agriculture throughout the year, although some adult workers and parents follow the Atlantic stream during the summer, leaving their families in this area. The Texas-Mexicans usually leave in February, March and April to work the areas in Florida north of Dade County before either going to Texas or to follow the summer Great Lakes, Mid-West stream.

In 1960, Dade County had a population of 934,000 of which 55,000 lived in the rural agricultural section. There are only two incorporated cities in this area, Homestead and Florida City. There are no large industries in this area other than agriculture and its allied fields, where 23,000 laborers are employed, and the Homestead Air Force Base.

During a school year, the school-age migrant children, at the peak of the farming season account for as much as one-third of the

school population in some schools in the South District. This influx adds groups of culturally different and educationally retarded children to schools that serve areas which are already inhabited by many poverty-stricken people. The educational retardation of these children in language is as much as four years. One reason for this is the restrictive environmental background of the home. Experience has shown, that in order to have an improved educational program for these children, their school experiences should start before first grade.

It is under these conditions that a request for an educational project for seasonal and migrant workers and their families was submitted.

The project was funded in May 1965 in the amount of $939,545 to operate through May 1966, in thirteen schools in the South District. The following elementary schools participated in the project: Neva King Cooper, Florida City, Goulds, Leisure City, A. L. Lewis, R. R. Moton, Naranja, Perrine, Pine Villa, Redland, Redondo, Richmond, and West Homestead. The program was later amended to continue through August 31, 1966 in order to provide a summer academic program for migrant children in the eight elementary schools, listed on page 38 of this evaluation. This project has now been funded in the amount of $1,092,543 for the next school year beginning September 1, 1966 through August 31, 1967.

CHAPTER II

PROGRAM DEVELOPMENT

The project for migrant children began with the establishment of the project manager's office at Naranja Elementary School in July 1965. This school site was chosen because it is centrally located in the Redland farm area.

The project manager began interviewing and selecting instructional and noninstructional personnel. The project office staff consisted of the manager, an assistant manager, curriculum and materials coordinator (hired in February 1966) and two secretaries. The Personnel Department of Dade County Public Schools aided the project manager in selecting personnel by reassigning experienced teachers from other schools to the migrant project. The department also referred qualified applicants to the project manager for his consideration.

Initially, it was difficult to find people who met certification requirements and had the necessary background to teach language arts or kindergarten. In some instances it was necessary to hire personnel who were trained as secondary language teachers and had no experience or training in elementary education. Because of the shortage of certified teachers, it was several months into the school year before all the language and reading instructional positions were filled.

In the selection and hiring of kindergarten teachers, the situation was reversed. Some of the portable buildings were not completed until the second semester of the school year. This created a shortage of space for the kindergarten program and because of the lack of

space, contracted inexperienced teachers were placed in kindergarten classrooms with experienced teachers in an in-service program.

Other instructional positions filled by the project manager were a school psychologist, four visiting teachers, and an assistant community school director.

The noninstructional positions included migrant aides for the kindergarten program, school offices, libraries, and one bus driver. The Economic Opportunity Program Inc. was instrumental in recommending to the project manager qualified indigenous adults for the positions of migrant aides.

The project manager appointed a committee consisting of the assistant manager and two kindergarten teachers to compile a curriculum guide to be used by the project kindergarten teachers. In addition to this guide, other professional reading materials were purchased for the project kindergarten, language and reading teachers to be used in their programs.

Furniture, equipment and materials were selected by the staff to furnish each of the kindergarten portables. The kindergarten, reading and language teachers participated in selecting the consumable supplies to be used.

PAYROLL AND PURCHASING PROCEDURES

The project experienced some difficulty in establishing payroll and purchasing procedures at the outset of the program. Normally, Dade County Public School employees are paid at their location of employment, with the payroll for the faculty prepared at each school center and then processed by the payroll department. Initially, it

was agreed to prepare the payroll in the project manager's office for all project teachers in thirteen different school centers. This arrangement created a problem of communicating with thirteen school centers regarding leave time, substitute teachers' time reports, and a multitude of minor details. Later in the school year, at the beginning of the second semester, the migrant personnel were paid on individual school pay rosters. This alleviated many problems of communication.

Similarly, problems were encountered in purchasing portable buildings, furniture for kindergarten classes, and furniture and equipment for the project manager's office. It was necessary for the architect, retained by the Board of Public Instruction, to draw plans for the portable buildings that would meet the budgeted square-foot rental cost proposed in the program. The time factor involved in the drawing of plans and submission and resubmission of plans to the builder caused delay in the purchase of furniture, since final approval of plans was necessary before purchasing furniture for the buildings.

Constructing portable buildings on thirteen different sites and coordinating efforts of several subcontractors caused some delay in construction. These delays created a time lag in the development of the kindergarten program. The problem of housing the kindergarten program was overcome somewhat by use of rental space in some school communities.

Also, it was necessary to hold bid items, in certain instances, in the purchasing department until sufficient numbers accumulated to warrant advertising for bids.

At the time of this writing, the buildings have been completed and furnished and are in use. Equipment and materials have been received and have been placed in use.

CHAPTER III

PROGRAM IN ACTION

Introduction

Included in the original proposal for the Special Educational Project for Migrant Children were four broad objectives. In order to have a better understanding of the philosophy of the migrant program the four goals are restated below:

1. To determine the special educational needs of the migrants and to develop a long range plan to meet these needs.
2. To immediately provide for migrant children those supplementary and remedial activities that experience has proven to be beneficial.
3. To provide social and educational experiences for kindergarten migrant children.
4. To develop a pilot program at one school in conjunction with the community school that may serve as a prototype in the future for long-range planning.

Section A.

Kindergarten Program

Migrant children are members of a culturally different group of people who give to their children an environment which does not provide the intellectual and sensory stimuli needed to successfully live in a changing society. One of the main objectives of the kindergarten program was to help children feel adequate in this different environment.

The twenty-nine kindergarten teachers have worked directly with the migrant children this year in overcoming some of the problems of

underachievement and academic retardation due to their socioeconomic and cultural background. The kindergarten program provided an opportunity for group experiences which enabled the migrant child to have a better self image, live successfully with his peers and grown-ups, and move easily into first grade.

These twenty-nine teachers provided a kindergarten program for 819 children. This was a pupil-teacher ratio of twenty-eight pupils per teacher per day in a two-session schedule or an average of fourteen children in each class.

The furniture and equipment purchased for the kindergarten classrooms was of high quality so that it could be used for several years. Listed below are the items purchased. This list was presented to each kindergarten teacher and served as an inventory sheet for the project office as well as check list for each teacher.

Quantity	Description	Inventory									
		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
10	10" Chairs										
10	12" Chairs										
2	17" Chairs										
1	Teacher's Desk										
10	Trapezoidal Tables										
4	Bookcases										
1	Record Player										
1	Piano (1 per school - each school to select the portable in which it will be placed)										
1 set	Cutlery (18 pieces)										
1	Stove										
1 set	Pots and Pans (6 pieces)										
1	Tea Set (21 pieces)										
1 set	Rubber Farm Animals (15 pieces)										
1 set	Snap Blocks (18 pieces)										
10	Puzzles										
1	Puzzle Rack										
1	Tricycle										
1	House Cleaning Set (6 pieces)										
1	Metal Mirror										
2	Dolls										
1	Rhythm Band Set (Tambourine, Maracas, Cymbals, Triangle, Jingle Clog, Tone Block)										
1	Drum										
1	Room Divider (Peg Board)										
1	Rocking Chair										
1	Work Bench										
1	Play Telephone										
1 set	Play Money										
1 set	Building Blocks (214 pieces)										
1 set	Table and Two Chairs										
1	Wagon										
1	Derrick										
4	Animal Puppets										
1	Animated Clock Dial										
1 set	40 Little Owl Books										
1	Songbook (Music for Young Americans)										
1	Record (Finger Games)										
1	" (Singing Action Games)										
1	" (Sing and Do Songs)										
3 doz.	Paint Brushes										
3 doz.	Scissors										

Migrant children come from a background which lacks stimulation to observe and verbalize. In many cases, there is a severe lack of motivation for learning. In order to provide a rich background and overcome these deficiencies, much of the program was designed to include the multisensory approach to learning. Migrant children were given opportunities to receive individual attention and small group experiences that would enable them to move more easily into first grade. In order to make this transition easier, the migrant kindergarten program was developed to include the following activities:

1. Participation in a program with special emphasis in the area of cognitive development and in which auditory and visual discrimination, concept formation and language development, receive special attention.
2. Participation in an environment which is rich in the range of experiences available; which makes use of games, toys and many objects for manipulation; and in which there is frequent interaction between the child and the adults throughout the day.
3. Development of purposive learning activities and the ability to concentrate for longer periods of time.
4. Development of more extended and accurate language patterns through instruction in such things as similarities, differences and relationships.
5. Frequent use of language in relation to the environment and the people in it.

Experiences to help the migrant children develop behavior patterns that are socially accepted included activities such as:

1. Familiarizing the child with the school.

2. Role-playing school situations such as cafeteria manners, playground activities, getting ready for school, storytelling time, going to the library, etc.
3. Participating in the planning and setting up of understandable standards for groups working together in the classroom and in the school; directing the children toward assuming responsibility in the care and use of materials.
4. Viewing and discussing filmstrips, stories and actual situations of children having fun and working out problems that have arisen within the group.
5. Providing within the school opportunities for children to grow in their self-concepts, to improve their appearance and to become more adequate in their personal and group relationships.
6. Planning together such things as games, dramatizations, and short excursions.
7. Establishing goals which can be readily and happily achieved.

Experiences were provided to help migrant children learn to cooperate and to share with other pupils. Many ways of cooperating, taking turns and helping each other were developed. The role of the adult as a helper was established. The pupil goals were short term at first and were extended as the children gained satisfaction from cooperating and sharing.

Activities were included to interest children and stimulate their thinking in an atmosphere conducive to creativity such as:

1. Building with blocks
2. Playing with toys and objects
3. Dramatizing real and imaginary happenings.

4. Responding to music, art and poetry.

To supplement the limited experiental background of the migrant children, opportunities were provided for them to visit some of the community resources. Each kindergarten class went by school bus or car on several field trips in the community during the regular and summer programs. Some of the trips included a visit to department stores, parks, fire and police stations, zoo, beach and airport terminal. Funds for these educational field trips were approved in the summer school amendment and are included in next year's program.

Through informal surveys and reports from the visiting teachers it became apparent that many of the migrant children came to school daily with no breakfast or an inadequate breakfast. In the amendment for the summer program, funds were requested and approved for a hearty snack for these children.

It is the opinion of the project manager's staff that the kindergarten program was very successful. Some of the migrant children need an additional year of kindergarten experience before entering first grade; however, this year's experience provided all of them with a richer background than they otherwise would have had. Their chances for success in school are greater now. Perhaps this conclusion shows the need to have programs for three-, four- and five-year-old children before they enter first grade.

Section B.

Language Arts

In order to provide educational experiences necessary to further the development of language arts for migrant children, the program

included eighteen reading and eleven language teachers. This special program helped the migrant children overcome some of the problems of underachievement in language and reading caused by their particular socioeconomic and cultural background.

The language development program was primarily concerned with the aural-oral approach to language learning. The language difficulties encountered by the migrant child involve poor enunciation and pronunciation, extremely limited English vocabulary and grammatical structure. Through use of the aural-oral method, language proficiency of migrant children was improved.

During the year, 1847 migrant children were served in the language and reading programs. This was a daily load of approximately sixty-three students per teacher.

A committee composed of the project manager's staff, experienced language teachers, and director of elementary schools developed guidelines for use by the language teachers in the migrant project. During the current school year, professional materials such as government publications, books, pamphlets and mimeographed materials were distributed. Some of these materials included:

Language Program for the Disadvantaged;
Dade County Experimental Guide: Language Arts in the Elementary School;
Improving English Skills of the Culturally Different Youth in Large Cities;
Roberts English Series; and
Improving English Skills of Culturally Different Youth.

All consumable materials used by the project teachers and migrant children were supplied by funds from the migrant office. In addition to the consumable materials, some of the instructional aids supplied were:

Webster Classroom Reading Clinic Kit 10:
Science Research Associates Reading Labs; and
Scott-Foresman My Little Pictionary.

Along with commercially prepared aids, the teachers and children created their own experience charts, booklets, dictionaries and worksheets. Dramatizations, poems and choral reading enriched the experiences of the children.

During the year, the teachers planned the language development program around the following goals:

1. To increase the child's attention span
2. To increase his awareness of the environment and use of his five senses to learn more about his world
3. To stimulate his vocabulary development
4. To learn the meaning of words
5. To build language patterns
6. To provide opportunities for children to grow in their self-concepts, to improve their appearance, and to become more adequate in their personal and group relationships.

These goals were reached through the following activities:

1. Using pictures, actual objects, and real experiences
2. Using role playing in school situations such as cafeteria manners, playground activities, storytelling, going to library, and citizenship
3. Participating in pupil-teacher planning
4. Viewing and discussing film strips, stories, and actual situations of children having fun and working, and solving problems that arise within the group.
5. Using tape recorders to improve language development.

A committee of the project manager's staff, experienced librarians, and the Directors of Elementary Schools, Dade County, South District, compiled a list of 170 books that would appeal to the migrant youngsters. Books were selected that had high interest and low-level reading content. In these selections, books representing the multicultural environment of the United States were represented. The committee also determined from reports by the project language and reading teachers that books to be included would be of a predominantly primary reading level.

During the past year, 1685 books were distributed to migrant children. These books created an aura of excitement in the children; thus, the reading teachers were able to use this motivation to increase reading interest.

To insure the best selection of these books by the children, the reading teachers did the following:

1. Introduced all books;
2. Read selections from many of the books;
3. Permitted children to browse through the books.

As a culminating activity, the teacher permitted each child to make his personal selection, thereby enabling him to receive the book in which he showed an avid interest.

Along with the distribution of "give-away books," probably no other part of the program met with as much success, at least from the child's point of view, as the distribution of the good-grooming kits.

The project manager's staff contacted many companies to determine a suitable supplier for the good-grooming kits. One company was selected to produce the boy's kit, while a second company manufactured

the girl's kit. The kits were approved by the South District Superintendent of Dade County Schools. The boy's kit included:

1. A black leatherette carrying case
2. Toothbrush
3. Toothpaste
4. Nail clipper
5. Nail file
6. Combination bottle opener-file
7. Comb
8. Clothes brush

The girl's kit included:

1. Pastel-colored plastic carrying case
2. Soap and plastic container
3. Mirror
4. Hand brush
5. Nail file
6. Comb
7. Toothbrush and plastic case
8. Toothpaste

The language teachers developed units on good-grooming and personal hygiene in conjunction with the kits. As a culminating activity, each migrant child in the language development program received his personal good-grooming kit. During the year, 1166 kits were distributed.

It is the opinion of the project manager's staff that the language and reading program did help migrant children develop their language, communication and reading skills. Statistics on specific growth in these areas are discussed in Chapter IV on Evaluation under Reading Inventories.

The project manager's staff recommends the following:

1. Distribution of good-grooming kits to all migrant children involved in the language arts program.
2. Continuation of the give-away book program to all migrant children in the language arts program and expansion of the give-away book

program to include kindergarten children when feasible.

3. Combination of reading and language teachers into language development teachers for increased instructional and administrative efficiency.

Section C.

In-service Training

Throughout the past year, in-service meetings were held on a regularly scheduled basis for the kindergarten, reading and language teachers. These meetings were chaired by the project manager's staff and the two South District Elementary School Directors. Instructional supervisors from the Dade County Schools also attended these meetings and contributed their ideas on techniques and methodology.

These meetings were open to all interested instructional personnel. The principals of the project schools also attended so that all school personnel were involved in the planning.

In addition to the above meetings, special meetings related to the migrant project were held with the principals. These meetings were conducted by the South District Superintendent.

Well over ninety percent of the project teachers attended these in-service meetings. This is a significant figure since these meetings were conducted after school hours and away from the teachers' home schools. Also, it should be mentioned, that attendance was on a voluntary basis since the project teachers were still responsible for attending faculty and Parent-Teacher Association meetings.

Although the in-service meetings were scheduled for an hour, many times the teachers remained after the hour to exchange ideas on

techniques, materials, and aspirations. These meetings were successful from both an educational and inspirational point of view.

At the beginning of the second semester of the past school year, a two-week in-service reading institute was offered to the project reading teachers. An outstanding reading consultant from Boston University conducted these meetings.

Also during the school year, the services of a consultant from the University of Miami were secured to acquaint the project teachers with the language characteristics of the migrant child and to help develop positive attitudes among teachers working with migrant children.

In addition to the regularly scheduled in-service meetings attended by the kindergarten teachers during the first semester, an in-service course in Early Childhood Education was offered to the project kindergarten teachers the second semester by the University of Miami. Nine of the project kindergarten teachers, who were not certified in Early Childhood Education, enrolled in this course.

During the first semester an on-the-job in-service training program was given to the inexperienced kindergarten teachers. Until each teacher's portable building was ready for occupancy, the inexperienced teachers were placed with the experienced teachers to observe, and work in the program. In early June, a consultant in Early Childhood Education from the University of Miami offered a half-day workshop for all those kindergarten teachers who were employed during the school year and those who would be employed in the summer program.

It is the opinion of the project manager's staff that the

in-service training program was successful during the first year of operation. It is strongly recommended that this program be continued as well as expanded during the second year.

Section D.

MIGRANT ADULT EDUCATION

The Community School

The Community School Program serves as a means of extending the services of the Dade County Public Schools in certain of our individual school neighborhoods. It operates daily from 2:00 to 10:00 p.m. The program makes it possible to provide extended activities for children, youth, adults, and families in the area. The program provides activities of an informal, semi-formal, and formal nature, as it strives to improve opportunities, participation and support for many recreational, educational, cultural, social and civic projects.

Under the Special Educational Project for Migrant Children, the Community School Program was expanded to offer courses which would be of interest to the migrant. Additional personnel were hired from the funds made available from the Migrant Project. These personnel included an assistant community school director, full time librarian, and full time secretary to staff the evening program. Also, five certified teachers were hired from Migrant funds to teach in the program. One indigenous aide was employed to assist the librarian.

A variety of adult education classes and activities are also offered continually in the Community School Program. These classes emphasize skills which are needed to raise the cultural and educational level of the migrant adult. Classes include such skills as basic English, arithmetic, reading, and sewing. The classes and

activities change from time to time as the wants and needs of the public change. These activities are designed to (1) improve the cultural and intellectual life of the community; (2) increase the citizen's knowledge of neighborhood problems and create a desire to seek their solution; and (3) meet special interests or needs of the people.

The Community School Program at Florida City provided activities to improve the cultural and intellectual life of the migrant in the community. To accomplish this, classes were offered to adults in the basic skills in language, reading and mathematics. Classes in arts and crafts for children and adults were provided. These activities enabled the entire family to participate in the community school program.

Opportunities were provided to facilitate interaction between migrants and permanent residents. Lines of communication between these two groups were strengthened through informal discussions of community problems and interests during "coffee breaks" and before and after classes.

The educational activities offered at the community school endeavored to involve the migrant family as a unit in health, recreational and community activities. Strengthening the family bonds of the family in the community school area was an integral part of the programming.

Opportunities were provided for the migrant to develop leadership through the organization of a Migrant Council. Through this Council, leadership evolved and the group practiced the principles of democratic government. A representative from each of the four

academic groups (beginning, intermediate, advanced, and high school) was elected to form the Council. This body served as a liaison between the migrants and the Community School administration. They offered suggestions for improvement of the program, advised the directors as to reasons for drop-outs, and planned special events for members of the classes.

Opportunities were provided to enhance the self-concept of the migrant adult by providing successful learning experiences. Special care was taken to see that the migrant met with constant and repeated successes in all areas, but with particular emphasis upon the academic field. Through these social and educational processes, the migrants were able to gain some needed confidence and enhance their self-concept.

The project manager's staff feels that the self-concept of the migrant in this different culture was enhanced through the employment of indigenous aides. This program provided an opportunity for a non-professional person to work side by side with a professional person. The aide, in turn, helped the professional person gain an insight into the cultural background of the migrant.

It is the opinion of the project manager's staff that the Community School Program at Florida City provided an intensive program designed to meet the academic needs of the migrant. It also helped develop the role of the migrant as a member of the community and to bring out leadership within their own group.

It is for these reasons that the Community School will be expanded to another elementary school and one Junior High School in 1966-67, and additional services provided at a fourth school in the South District. These four schools are strategically located throughout

South Dade County. These convenient locations will provide an opportunity for any migrant family to attend the community school program.

Section E.

Pilot School

A detailed and comprehensive report and evaluation, entitled Report on the Pilot School Project at Florida City Elementary School has been written by the principal and staff at Florida City Elementary School.

The report includes chapters on: Background of the Pilot School Program, Kindergarten Program at the Pilot School, An Overview of the Language and Reading Programs, Techniques and Materials Used in the Language Program, Field Trips, Guidance and Attendance, Psychological Evaluation, and the Community School Program.

Requests for any further information or for the report, contact Florida City Elementary School, Florida City, Florida.

Section F.

Visiting Teacher

Four visiting teachers - social workers were employed in the Special Educational Project for Migrant Children. The visiting teacher provided the important communicative link between the school and the home. The major objective of this facet of the program was that of informing the migrant of the many social agencies and educational opportunities available to him and providing assistance to the migrant in securing the services which were available.

Some specific objectives were:

1. To help migrant children achieve regular school attendance, the

visiting teachers:

a. Acquainted the parents with the educational program. This was done on a person to person basis. It was not enough to send home a notice or place an announcement in the camps; instead the parents had to be contacted and convinced of the value and accessibility of the educational program.

b. Arranged for transportation when necessary. Because many parents left for work early in the morning it was important to see that children knew where and when they could meet the bus. In many cases the visiting teacher - social worker had to bring the children to school because the parents left them in the morning and they missed the bus.

c. Assisted other agencies in securing adequate clothing for the migrant child. Lack of clothing and shoes were two of the main reasons given for not attending school. With the aid of many community agencies many children were helped.

d. Assisted school personnel in placing the child in classes according to his ability. In this area the visiting teacher -- social worker provided as much background information as possible to the schools. Since the parents would not or could not come to the school it was necessary to visit the home and have a conference with the parents.

e. Assisted juvenile authorities in enforcing attendance laws. They informed parents of their legal obligations to enroll their children in school. In some families where there were five and six children, the parents felt it was proper to keep one at home to "baby sit" or to take one child to work with

them to help supplement the family income. After several conferences with the parents if there was no change in attitude or attendance pattern, it was necessary to refer the case to Juvenile Court.

f. Secured birth certificates for first graders. Many parents did not bring birth certificates with them or lost them. It was necessary to instruct them where and how to secure one.

2. To counsel with children having adjustment problems within the schools in an effort to stimulate interest where it was lacking. In some instances the techniques of individual counseling needed to be reinforced with other school services such as language arts specialists, speech therapists, school nurses and psychologists. Many times the visiting teacher - social worker had to secure the help of community agencies as the problem was outside the general school area. These services involved such things as securing medical and dental health treatments for children and parents and helping to relieve concern about basic needs such as food and clothing.

3. To help teachers and administrators understand the home situation, family heritage, background and to acquaint them with any peculiar health problems.

4. To help adult migrants by:

   a. Informing them of opportunities available to them. Also encouraging them to take advantage of these opportunities.

   b. Cooperating with other agencies to see that better hygiene and home care programs were instituted. The visiting teacher - social worker in his role as school case worker, conducted

interviews with parents and other interested persons in the home. This gave him an opportunity to observe the total environment. All cases that were not conducive to good health were referred to community agencies.

c. Informing parents of day-care centers for children who were not yet of kindergarten age.

The visiting teacher - social worker was assigned to several schools on a regular visitation basis. The visiting teacher prepared for the principal and the school psychologist a report on the home background and other sociological factors on all pupils referred to the psychologist for evaluation.

The visiting teacher - social worker functioned in a direct casework relationship with the pupil. Their skills were those of social casework in a school setting, helping some pupils cope effectively with problems that existed in their school experience. These experiences may have stemmed from family and other relationships or environmental conditions, school situation or combination of all of these.

Through home and field visitations a better understanding of education was fostered among parents of migrant children. This goal was achieved by interpreting the home culture to the school and the school and community culture to the migrant family. Good rapport was established between parents and school officials. This rapport was extended into the community by the visiting teacher - social worker as he contacted community services in order to provide the migrant families with the basic needs.

The project staff feel that the visiting teachers have rendered

many valuable services to the migrant project and to the migrant families with whom they have worked during the past year. It is recommended that the position of visiting teacher - social worker be continued in the Special Educational Project for Migrant Children.

Section G.

Attendance

One of the most important facets of the migrant project was the identification of the children of migrants and seasonal farm workers. This posed a problem in some respects because many patrons did not wish to be labeled as migrants and were hesitant about supplying information in regard to income and farm-connected activities. (The criteria used for identification was that set forth by the Migrant Branch, Office of Economic Opportunity.) Through the concerted efforts of the personnel in each individual school the identification was accomplished, and the children identified are included in this report.

In the past, attendance data on migrant children was included in the total school data and no separate attendance figures were collected on migrant children. However, during the current year, separate and complete attendance data was collected on migrant children and evaluated by the project staff.

Simple tabulation and record-keeping forms were instituted in the project manager's office. These forms were used by each school office to tabulate attendance data on migrant children.

The regular school attendance periods were used for tabulating the needed data. This evaluation contains attendance information for

the entire school year, including the 1966 summer school session. The data includes a breakdown of the nine attendance periods into kindergarten and reading and language classes. Average daily attendance, percentage of attendance, and other information pertinent to each school and to the total program are included in the following tables.

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 1 Date Aug. 30 to Sept. 30, 1965

School	Total No. Pupils		Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kindergarten	Migrant (1-6)					
Neva King Cooper	33	68	1255	127	X	5	6
Florida City	35	17	201	9	2	1	2
Goulds	42	111	2105	150	X	X	X
Leisure City	X	45	838	99	30	12	X
A. L. Lewis	53	190	X	X	X	X	X
R. R. Moton	61	130	2517	195	53	107	T
Naranja	76	201	3877	368	75	53T	52T
Perrine	X	24	404	31	10	13	X
Pine Villa	X	262	5502	376	X	19	X
Redland	23	93	1384	136	X	X	X
Redondo	24	0	0	0	X	8	X
Richmond	92	89	1577	141	74	44	X
West Homestead	X	92	1649	153	X	X	X
Other							
TOTAL	439	1322	21,309	1785	244	322	

Days Present
(19,524)

A.D.A. 976

Percentage of attendance .91

566 Language Arts
439 Kindergarten
1,005 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 2 Date Oct. 1 to Oct. 28, 1965

School	Total No. Pupils		Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kindergarten	Migrant (1-6)					
Neva King Cooper	34	91	1434	124	81	25	25
Florida City	38	53	813	20	42	25	17
Goulds	42	116	2212	244	X	46	X
Leisure City	X	61	1061	125½	41	20	X
A. L. Lewis	51	184	2780	35	139	X	X
R. R. Moton	62	139	2730	199	56	28	31
Naranja	75	216	4259	476	56	61	48
Perrine	X	62	957	88	42	27	X
Pine Villa	X	262	5240	306	X	48	X
Redland	25	143	2133	170	34	X	X
Redondo	25	0	0	0	X	7	X
Richmond	92	104	1848	165	79	49	X
West Homestead	X	53	1049	150	60	60	X
Other							
TOTAL	444	1484	26,516	2102½	630	517	

Days Present
(24,413½)

A.D.A. 1,220

Percentage of attendance .92

1,147 Language Arts
444 Kindergarten
1,591 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 3 Date Oct. 29 to Dec. 1, 1965

School	Total No. Pupils		Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kinder garten	Migrant (1-6)					
Neva King Cooper	37	130	2088	221	97	33	33
Florida City	33	81	1359	81	77	29	48
Goulds	45	141	2623	265	X	49	X
Leisure City	88	133	1946	252	82	78	X
A. L. Lewis	50	343	6860	543	90	90	X
R. R. Moton	62	144	2683	204	59	31	37
Naranja	76	332	4599	704	56	60	63
Perrine	X	69	1235	111	47	43	X
Pine Villa	X	287	5740	649	45	49	X
Redland	32	208	2955	338	57	X	X
Redondo	26	0	0	0	X	7	X
Richmond	88	104	1828	176	75	49	X
West Homestead	X	96	1879	265	56	56	X
Other-Gulfstream						13	
TOTAL	537	2068	35,795	3809	741	768	

Days Present
(31,986)

A.D.A. 1599

Percentage of attendance .89

1,509 Language Arts
537 Kindergarten
2,046 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 4 Date Dec. 3 to Jan. 10, 1966

School	Total No. Pupils		Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kinder garten	Migrant (1-6)					
Neva King Cooper	61	207	3298	431½	134	47	68
Florida City	34	94	1679	150	87	31	56
Goulds	49	151	2860	318	X	66	X
Leisure City	96	239	4330	590	94	98	X
A. L. Lewis	50	340	6800	584	89	89	X
R. R. Moton	64	156	2998	224	67	41	42
Naranja	83	308	5416	659	87	70	78
Perrine	X	74	1354	170	60	45	X
Pine Villa	X	306	6120	498	44	46	X
Redland	41	270	3655	735	79	79	X
Redondo	28	0	0	0	X	X	X
Richmond	89	105	1930	269	70	66	X
West Homestead	X	60	1204	178	50	50	X
Other-Gulfstream						14	
TOTAL	595	2310	41,644	4806	861	986	

Days Present
(36,838)

A.D.A. 1841

Percentage of attendance .88

1,847 Language Arts
595 Kindergarten
2,442 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 5 Date Jan. 11 to Feb. 7, 1966

School	Total No. Pupils			Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kdg. Mig.	Tot	Migrant (1-6)					
Neva King Cooper	26	60	234	4231	695	129	69	75
Florida City	4	36	96	1777	237	91	32	59
Goulds	19	49	153	3060	519	X	71	X
Leisure City	24	100	166	4598	693	93	94	X
A. L. Lewis	30	49	316	6160	812	78	78	X
R. R. Moton	9	69	164	2901	333	72	50	X
Naranja	24	83	253	4460	692	84	68	79
Perrine	X	X	91	1551	182	70	59	X
Pine Villa	X	X	318	6345	627	X	47	X
Redland	11	33	250	3768	761	72	72	X
Redondo	0	32	0	0	0	X	X	X
Richmond	20	92	108	1931	299	63	53	X
West Homestead	X	X	67	1340	236	50	50	X
Other-Gulfstream Avocado So. Miami Hts.		X					50	
TOTAL	167	603	2216	42,122	6086	802	1,006	

Days Present
(36,036)

A.D.A. 1801

Percentage of attendance .85

1,808 Language Arts
603 Kindergarten
2,411 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 6 Date Feb. 8 to March 7, 1966

School	Total No. Pupils Kdg. Mig.	Kdg. Tot	Migrant (1-6)	Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
Neva King Cooper	26	58	231	4429	579½	X	74	49
Florida City	12	40	106	1743	137	64	60	60
Goulds	18	42	158	3154	446	X	67	X
Leisure City	25	102	182	3564	410	104	104	X
A. L. Lewis	30	49	330	6220	641	79	79	X
R. R. Moton	9	68	171	3345	237	79	40	50
Naranja	23	77	276	5451	742	73	62	69
Perrine	X	X	96	1601	175	67	62	X
Pine Villa	X	X	309	6179	569	48	AB.	X
Redland	9	36	259	3949	554	73	53	53
Redondo	0	32	3	60	8	X	X	X
Richmond	30	90	102	2619	304	59	51	X
West Homestead	X	X	66	1320	187	41	64	X
Other-Gulfstream Avocado So. Miami Hts.							44	
TOTAL	182	594	2289	43,634	4989	687	1041	

Days Present
(38,645)

A.D.A. 1932

Percentage of attendance .88

1,728 Language Arts
594 Kindergarten
2,322 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 7 Date Mar. 8 to Apr. 4, 1966

School	Total No. Pupils			Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kdg. Mig.	Not	Migrant (1-6)					
Neva King Cooper	22	53	200	4101	650	X	59	66
Florida City	14	38	87	1569	129	73	33	34
Goulds	17	41	133	2682	337	X	43	X
Leisure City	16	93	129	2669	292	113	111	X
A. L. Lewis	39	89	328	5760	502	76	76	X
R. R. Moton	7	69	147	3088	246	72	53	39
Naranja	24	77	282	5254	759	58	59	58
Perrine	X	X	86	1541	172	61	49	X
Pine Villa	22	94	311	6255	643	61	59	37
Redland	8	32	179	2706	286	94	69	58
Redondo	0	28	3	60	4	X	X	X
Richmond	29	91	103	1931	180	62	51	X
West Homestead	33	67	259	5160	644	40	65	X
Other	X	X	X	X	X	X	X	X
TOTAL	231	772	2247	42,776	4844	710	1019	

Days Present
(37,932)

A.D.A. 1896

Percentage of attendance .88

1,729 Language Arts
772 Kindergarten
2,501 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 8 Date Apr. 5 to May 5, 1966

School	Total No. Pupils			Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kdg. Mig.	Tot	Migrant (1-6)					
Neva King Cooper	12	38	173	2780	473	X	50	56
Florida City	13	37	79	1184	76	67	29	32
Goulds	17	40	125	2579	263	X	41	X
Leisure City	13	88	74	2127	309	84	83	X
A. L. Lewis	39	91	315	5520	532	77	77	X
R. R. Moton	8	63	140	2723	187	65	35	50
Naranja	22	74	227	4441	518	47	46	55
Perrine	30	63	41	695	80	18	36	X
Pine Villa	20	104	294	6144	550	70	37	56
Redland	5	30	134	1859	195	60	50	41
Redondo	0	28	3	9	1	X	X	X
Richmond	42	93	93	1693	192	61	51	X
West Homestead	27	70	255	5085	767	43	67	X
Other								
TOTAL	248	819	1953	36,839	4143	592	892	

Days Present
(32,696)

A.D.A. 1634

Percentage of attendance .88

1,484 Language Arts
819 Kindergarten
2,303 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation

Attendance Period 9 Date May 6 to June 3, 1966

School	Total No. Pupils			Total Days Enrolled	Total Days Absent	Total Pupils in Language Classes	Total Pupils in Reading Classes	
	Kdg. Mig.	Kdg. Tot	Migrant					
Neva King Cooper	3	34	78	1224	208	X	17	15
Florida City	4	36	34	299	14	25	9	16
Goulds	14	39	120	2429	253	X	40	X
Leisure City	9	83	70	967	156	33	31	X
A. L. Lewis	40	92	272	5240	175	73	73	X
R. R. Moton	6	63	129	2561	154	32	45	58
Naranja	21	74	204	4010	478	41	42	50
Perrine	23	58	27	528	83	13	26	X
Pine Villa	20	106	298	5938	610	68	37	58
Redland	0	19	77	1377	107	43	41	34
Redondo	0	24	0	0	0	X	X	X
Richmond	28	92	81	1593	150	71	48	X
West Homestead	27	65	254	4999	980	44	64	X
Other								
TOTAL	195	785	1644	31,165	3368	443	704	

Days Present
(27,797)

A.D.A. 1389

Percentage of attendance .89

1,147 Language Arts
785 Kindergarten
1,932 Total

DADE COUNTY PUBLIC SCHOOLS
South District
SPECIAL EDUCATIONAL PROJECT FOR MIGRANT CHILDREN

Attendance Tabulation for Summer School

Date June 13 to July 22, 1966

School	Kindergarten Enrollment			Migrant Children Enrolled in Academic Summer School Program (1-6)
	Mig.	Non-Mig.	Total	
Florida City	1	28	29	5
Goulds	21	28	49	106
A. L. Lewis	39	56	95	158
R. R. Moton	13	56	69	109
Naranja	20	51	71	74
Pine Villa	20	66	86	290
Richmond	36	59	95	29
West Homestead	86	3	89	143
TOTAL	236	347	583	914

Kindergarten Migrant 236

Kindergarten Non-Migrant 347

Kindergarten Total 583

Migrants in Academic Program (1-6) 914

Total Migrants served (Kindergarten + Academic) 1150

CHAPTER IV

TESTING AND PROGRAM DATA

Section A.

Psychological Evaluation

Introduction

In the initial proposal of the Special Educational Project for Migrant Children, it was recommended that a school psychologist be employed in the project to assist in assessing the needs of migrant children. Most migrant children enroll in school in the fall after group achievement and group intelligence tests have been administered to the resident children. The majority of migrant children are withdrawn from school in the spring before "follow-up" testing is completed. As a result, there is very little, if any, standardized test information available on migrant children entering the Dade County Public School System each year.

During the first semester of the academic school year the psychologist was assigned to work in the Pilot School of the Special Educational Project for Migrant Children which was located at the Florida City Elementary School. Duties of the psychologist entailed a complete, individual psychological evaluation of all migrant children, grades two through six. The psychologist felt that evaluations of first grade, Spanish-American migrant children would not be valid because of their limited pre-school experiences, and also because of an apparent language-barrier. Upon completion of each evaluation, a verbal report of the psychologist's findings was given to the special reading and language teachers assigned to the Special Educational

Project for Migrant Children and to the regular classroom teacher to which migrant children were assigned. In addition a written psychological report was completed on all of the migrant children evaluated and made available for future school use. A sample copy of the written psychological report is found in this section.

Not all of the migrant children in this project were of Spanish-American heritage. In order to obtain a cross section of children in the migrant program, the psychologist was assigned to evaluate a random sample of migrant children at the Naranja Elementary School. The sample consisted of Negroes, Puerto Ricans, Mexicans, and Anglo-Americans. Verbal and written reports of the psychological findings were also given to the teachers working with the migrant children at this school.

Psychological Instruments Employed

1. The Wechsler Intelligence Scale for Children: Every migrant child in the two schools concerned was administered a Full-Scale WISC.
2. The Bender Visual-Motor Gestalt: When suspected visual or organic impairment was in evidence, this test was administered.
3. The Sentence Completion, Draw-A-Person, and other projective techniques were employed when deemed necessary.
4. The "Self-Concept Scale": This scale was devised in an attempt to have the examinee project his intellectual, academic, and projected potential in relation to the other students in his classroom. Structured questions can also reveal the aspirational level the parents have for the child, as the child sees it.

5. Diagnostic interviewing, before and after testing proper.

Intellectual Level of Migrant Children Evaluated

The statistical data of the 122 migrant children evaluated in this Special Educational Project for Migrant Children will be found in Tables I-IV.

On the Full-Scale of the Wechsler Intelligence Scale for Children, 89, or 73 percent of the 122 children evaluated, scored within the Intelligence Quotient Range of 80— 129, dull normal to superior; 33, or 27 percent of the 122 migrant children evaluated, scored within the Intelligence Quotient Range of 60 - 79, deficient to borderline. A breakdown by grades two through six of the Mean I.Q. of the Full Scale of the WISC, reveals a range of between 88 - 90. Mean I.Q. of the total sample was 89 on the Full Scale; 89 on the Verbal Scale of the total sample; and 92 on the Performance Scale of the total sample.

Verbal sub-test items on the Wechsler Intelligence Scale for Children are based on: 1. communication skills, 2. cultural background, and 3. foundation in basic skill concepts. Bilingual children, particularly children in our culture who come from a home where a language other than English is spoken almost exclusively, are penalized on standardized tests requiring verbal communication in English. It is felt that the total test results of the sample evaluated represent a slight depression because of this language factor. It is equally felt that most children, as well as adults, who come from a "sub-standard" socioeconomic culture in our society, fail to reveal a valid intellectual potential on standardized tests. Nonlanguage (performance sub-test items) functioning on the WISC is not felt to

be as greatly influenced by cultural background.

Emotional Development of Migrant Children Evaluated

Because of the nomadic type of existence migrant children are forced to lead, it would be easy to hypothesize that many of these children would display signs of emotional maladjustment. The psychologist assigned to the Special Educational Project for Migrant Children was convinced that this was not the case of the Spanish-American migrant children evaluated. On the contrary, these children evidence a well-integrated personality makeup. Though the majority verbalized a dislike for traveling from community to community and from state to state, they seemed to be content with the notion that this was a necessary part of their existence. When asked to be specific about their dislike for traveling, many of them related that traveling from community to community resulted in their missing a great deal of school. Migrant children consistently project an adequate sense of "personal worth" within their own sub-culture; however, when required to compete in a different culture, or in an academic setting consisting of both resident and nonresident students, their normally adequate self-concept becomes deflated. They are very cognizant of the fact that because of their sometimes abbreviated school exposure, they have fallen behind in their academic endeavors.

Despite the extremely poor housing conditions, inadequate physical hygiene, and certainly lower socioeconomic standards of most migrant families, the closeness of the primary unit, the family, is felt to be responsible for the more than adequate emotional development of migrant children.

MIGRANT
GUIDANCE SERVICES: PSYCHOLOGICAL SERVICE

Dade County Public Schools, Miami, Florida
Dr. Joe Hall, Superintendent

REPORT TO THE SCHOOL FROM THE SCHOOL PSYCHOLOGIST

PSYCHOLOGICAL EVALUATION

Pupil's Name ------ MARIA LOUISE Birthdate 11-23-1955 1234
(Last First Middle) (Case No.)

Address Redland Labor Camp Grade 2 Date 5-10-1966

School Neva King Cooper - District South - Psychologist Jack D. Straubing

REASON FOR REFERRAL:

Maria was referred for a Psychological Evaluation in an effort to determine why she is not making any progress in her school work. Her present teacher reports that she seemingly wants to learn, but that she is incapable of concentrating, has a very short attention span, and that she appears to be withdrawn.

TESTS ADMINISTERED:

Wechsler Intelligence Scale for Children, Draw-A-Person, Bender-Gestalt

TEST PERFORMANCE:

Maria is a ten year old girl of Spanish-American heritage who cried for a few moments during the initial stages of this interview and testing situation. Her physical characteristics suggest mental retardation. No spontaneous verbalization was put forth and she is limited in her English vocabulary. Spanish is spoken almost exclusively in the home. She remained apprehensive throughout and good rapport was never established.

The Bender Visual-Motor Gestalt Test was administered first, with results highly suggestive of mental retardation. Total performance was more like that of a four or five year old child. There were many indications of a possible visual and/or central nervous system disorder.

The Full-Scale Wechsler Intelligence Scale for Children was administered, with results indicating that she is presently functioning in the "Deficient" category of mental development. Though total results are felt to be slightly depressed because of a language barrier, it is doubtful if she has the potential of being able to function at a higher level. Both the Verbal and Performance Scales were in the "Deficient" category. Scaled scores ranged

between 1 and 4. Verbal Scale I.Q. -55; Performance Scale I.Q. - 47; Full-Scale I.Q. - 46.

Maria's performance on the Draw-A-Person was also highly suggestive of mental retardation. Her drawing was on the upper right-hand side of the page and the drawing was also more like that of a much younger child. She was unable to respond to any questioning concerning her drawing.

Maria comes from a very large family; she has at least 9 siblings. Her father deserted the family a few years ago and three of the older children make the major financial contribution for the family's support. Maria's older brother, Juan, 11 years old, was evaluated by this writer during the early part of this year and was found to display indications of a central nervous system disorder also. He is reported to be an epileptic and is presently undergoing neurological examinations.

RECOMMENDATIONS:

1. Maria does not have the mental capacity to operate effectively in a "regular classroom" situation. A referral will be made for consideration of placement in a Special Education Class.

2. The family is planning to move to a different state at the end of this month. In the event they should return to this community next year, she should be referred for a neurological examination.

3. No pressure should be placed on her whatsoever regarding academic achievement.

Jack D. Straubing
Psychologist (Migrant Program)

COMPARISON OF I.Q. SCORES OF 122 MIGRANT CHILDREN
ON THE VERBAL, PERFORMANCE AND FULL SCALES OF
THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

I.Q. RANGE	VERBAL SCALE NO.	%	PERFORMANCE SCALE NO.	%	FULL SCALE NO.	%
60-64	0		0		1	
65-69	4	.03	4	.03	4	.05 (Deficient)
70-74	11		4		5	
75-79	21	.26	9	.10	23	.22 (Borderline)
80-84	14		18		20	
85-89	21	.29	28	.37	9	.23 (Dull-Normal)
90-94	16		10		24	
95-99	11		17		16	
100-104	9		14		7	
105-109	6	.34	6	.39	4	.42 (Average)
110-114	4		4		4	
115-119	3	.06	4	.07	2	.05 (Bright-Normal)
120-124	1		2		1	
125-129	1	.02	1	.02	2	.03 (Superior)
130-134	0	.00	1	.02	0	.00 (Very Superior)

SAMPLE POPULATION BY GRADES OF THE 122 MIGRANT CHILDREN TESTED
AND CORRESPONDING MEAN I.Q. SCORES OF THE SCALES

GRADE	NUMBER		VERBAL SCALE MEAN I.Q.	PERFORMANCE SCALE MEAN I.Q.	FULL SCALE MEAN I.Q.
2	26		88	90	88
3	26		89	93	90
4	22		87	93	88
5	25		89	93	90
6	23		90	90	89
	122	Mean	89	92	89

I.Q. SCORES OF 122 MIGRANT CHILDREN
ON THE VERBAL SCALE OF THE
WECHSLER INTELLIGENCE SCALE FOR CHILDREN

I.Q. RANGE	VERBAL SCALE NUMBER	PERCENT
60-64	0	
65-69	4	.03 (Deficient)
70-74	11	
75-79	21	.26 (Borderline)
80-84	14	
85-89	21	.29 (Dull-Normal)
90-94	16	
95-99	11	
100-104	9	
105-109	6	.34 (Average)
110-114	4	
115-119	3	.06 (Bright-Normal)
120-124	1	
125-129	1	.02 (Superior)
130-134	0	.00 (Very Superior)

VERBAL SCALE - MEAN I.Q. - 88 - STANDARD DEVIATION - 13.00

I.Q. SCORES OF 122 MIGRANT CHILDREN ON THE PERFORMANCE SCALE OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN

I.Q. RANGE	PERFORMANCE SCALE NUMBER	PERCENT
60-64	0	
65-69	4	.03 (Deficient)
70-74	4	
75-79	9	.10 (Borderline)
80-84	18	
85-89	28	.38 (Dull-Normal)
90-94	10	
95-99	17	
100-104	14	
105-109	6	.39 (Average)
110-114	4	
115-119	4	.07 (Bright-Normal)
120-124	2	
125-129	1	.02 (Superior)
130-134	1	.01 (Very Superior)

PERFORMANCE SCALE - MEAN I.Q. - 91 - STANDARD DEVIATION - 12.95

I.Q. SCORES OF 122 MIGRANT CHILDREN
ON THE FULL SCALE OF THE
WECHSLER INTELLIGENCE SCALE FOR CHILDREN

I.Q. RANGE	FULL SCALE NUMBER	PERCENT
60-64	1	
65-69	4	.05 (Deficient)
70-74	5	
75-79	23	.22 (Borderline)
80-84	20	
85-89	9	.23 (Dull-Normal)
90-94	24	
95-99	16	
100-104	7	
105-109	4	.42 (Average)
110-114	4	
115-119	2	.05 (Bright-Normal)
120-124	1	
125-129	2	.03 (Superior)
130-134	0	.00 (Very Superior)

FULL SCALE - MEAN I.Q. - 90 - STANDARD DEVIATION - 11.90

Section B.

Reading Results

A Dade County Elementary School Test Record Card was used to record test data on every migrant child enrolled in the reading and language programs. They are on file in the project manager's office.

Each card contained the following information: child's name, age, school, dates attended, achievement and I.Q. test results, and a succinct, narrative evaluation of each child's language ability written by the language development teachers.

At the start of the school year, or when a migrant child enrolled, an individual oral reading test was administered by the project reading teachers. These results were placed on the test data card. The migrant child was retested at the end of the school year or at his withdrawal, with the results again recorded on these cards.

It was from this data that a random sampling was taken and the following information presented.

GROWTH IN READING BASED ON A SAMPLING OF 233 MIGRANT CHILDREN

Test Period was a minimum of five months to a maximum of one year (May 1965 - May 1966).

Test Device: An Individual Oral Reading Test developed by Special Reading Services, Dade County Public Schools.

Tests were administered by Project Reading Teachers. Tests were administered to children upon entry to school and at end of school year or upon withdrawal.

RESULTS

School	No. of Children	Average Growth in Months (10 months equal one school year)	Average time in Attendance (10 months equal one school year)
Neva King Cooper	22	+ 5.0 months	5 months
Florida City	15	+ 7.0	5
Goulds	30	+ 11.0	5
Leisure City	33	+ 5.1	5
A. L. Lewis	26	+ 6.0	10
Naranja	28	+ 8.7	5
Perrine	23	+ 11.0	5
Pine Villa	28	+ 3.7	10
Richmond	22	+ 8.3	10
West Homestead	6	+ 4.3	10
TOTAL	233	+ 6.1 months	5 months

Section C.

Questionnaire

A questionnaire was devised by the project manager's staff to give an opportunity to the project teachers, principals and classroom teachers in the migrant schools to evaluate the migrant program.

Three hundred fifty questionnaires were distributed to fourteen schools. Three hundred and four school personnel answered the questionnaire. The replies were tabulated and the comments listed by frequency of response.

The questionnaire is presented on the following pages. The positive and negative comments clearly demonstrate the strengths and weaknesses of the migrant project.

		None	Some	Significant	304 Responding
1. As a result of the Migrant Program, do you see evidence of <u>improvement</u> in the migrant child's <u>growth</u> in the following areas?					
A. Dress	A.	105	171	10	286
B. Manners	B.	78	175	32	285
C. Eating habits	C.	71	159	31	261
D. Responsiveness	D.	46	153	64	263
E. Acceptance by -					
a. Migrant peers	a.	38	138	71	247
b. Non-migrant peers	b.	37	160	59	256
c. School personnel	c.	35	125	94	254
2. Do you think the Special Educational Project for Migrant Children has been helpful to migrant children in:-					
A. Language development?	A.	24	162	83	269
B. Reading development?	B.	32	171	78	281
C. Social development?	C.	27	165	85	277
3. To what degree do you think the following teachers in the Migrant Project have helped the migrant child in academic growth?					
A. Special language teachers	A.	24	139	90	253
B. Special reading teachers	B.	20	155	76	251
C. Kindergarten teachers	C.	13	74	106	193
4. Do you think the teachers in the Migrant Project have contributed to the total school program?	4.	9	123	119	251

		Below Average	Average	Above Average	
5. The migrant child thinks of himself academically as being:-	5.	152	117	0	269
6. The self-concept of the migrant child is:-	6.	137	129	1	267

		Yes	No	No Comment	
7. In spite of the nomadic existence of the migrant children, do you feel that this program has helped migrant children develop a closer relationship with the community?	7.	191	41	14	246

		Negative	Positive	No Comment	
8. What reactions (either positive or negative) did you observe among the students in regard to the:-					
A. Good-grooming kits?	A.	13	157	47	217
B. Give-away books?	B.	12	179	33	225

		Yes	Don't Know	No	
9. Do you think the Migrant Program should be continued in its present form?	9.	193	14	44	251

10. What are the <u>strengths</u> of the Migrant Project?

Number Responding	
89	Individual and special attention (individual instruction)
18	Improved self-concept of migrant child
10	Kindergarten program (first grade readiness)
9	Migrant child feels someone cares about him
9	Project relieves classroom teacher load
8	Improved self-confidence of migrant child
8	Broadens experiential background for migrant child
8	Children more verbal in special classes (more oral activities and self-expression)
6	All teachers more aware of problems of migrant children
6	Child can work at own level and experience success
5	Program met child's needs
5	Organized effort to help migrant child
4	Migrant child accepted by classmates
3	Improved use of language
3	Increased motivation
3	Greater emotional security

11. What are the <u>weaknesses</u> of the Migrant Project?

32	Lack of cooperation with project teachers and classroom teachers
24	Lack of supplies and equipment
20	Need more project teachers
14	Lack of space
11	All migrant children not included in special classes
11	Project teachers are not specialized

10	Class scheduling conflicts
8	Longer class periods
7	Interrupts regular classroom schedule
7	Lack of coordination with migrant office
6	Faculty needs to be informed of Migrant Program
6	Project teachers need to give grades
6	Project classes are too large
6	Attendance problem
5	Need for follow-up activities with classroom teacher
5	Transportation difficulty for kindergarten children

Section D.

Portable Record Cards

In cooperation with the Florida State Department of Education, the Department of Health, Education and Welfare, the Office of Education, the project manager's staff initiated a pilot program of distributing three hundred Pupil's Portable Record Cards. These cards were dispersed to a large number of itinerant migrant children in two selected schools.

The Pupil Record Card is carried by the child in a small plastic case to each new school. The card includes the following information: date of birth, parent or guardian, address of pupil, schools attended, attendance data, grade placement, reading level, and description of general health.

The project manager's staff will evaluate the effectiveness of these cards through a survey of the number of cards that will appear in the 1966-67 school year; however, the return of all the itinerant migrants is not predictable.

CHAPTER V

PUBLIC RELATIONS

The project manager and his staff have met with groups throughout the year in an effort to have a greater understanding of and closer cooperation with all groups interested in the welfare of migrant children and their families.

Project activities have been closely coordinated with the Dade County Departments of Public Health and Welfare, the Florida Council of Migrant Ministers, and the North Carolina Council of Churches. The project staff met periodically with the representatives from the Economic Opportunity Programs, Inc. and the Community Action Fund in an effort to keep these agencies informed of the progress of the migrant program.

Every effort has been made to involve the community through volunteer services of civic organizations. Through these efforts, volunteers from the American Association of University Women have assisted in the kindergarten program. The Soroptimist Club has been providing dental services to the migrant children through the use of the Homestead Dental Clinic.

The project has assisted the Volunteers in Service to America by supplying materials and equipment to the group. During the summer program space was provided by the Dade County Public School System for the VISTA workers to conduct a pre-school program for four-year-olds. Throughout the year, professional assistance has been freely given to the VISTA volunteers by the instructional staff of the project schools.

Other agencies, such as Economic Opportunity Programs, Inc. and Community Action Fund, etc., have assisted the migrant program by referring applicants to the migrant project. They have also assisted greatly in publicizing the project during meetings with their community groups.

The Special Educational Project for Migrant Children has received wide newspaper and television coverage during its first year of operation. The project manager has appeared twice on a local Miami television station to discuss the program. Many excellent articles about the migrant project have appeared in the Miami Herald and Miami News.

Fortunately, the program received no adverse publicity through these media. However, an attitude did develop in the community in regard to the services being offered in the Head Start program as compared to the Migrant Kindergarten Program. In an effort to improve community attitude the project manager and his staff spoke to many civic groups and to leaders in the community explaining the similarities and differences in these two programs. At this writing it is believed that the community attitude has improved.

The staff has spoken to professional groups at the University of Miami and within the school system.

Throughout this year, the project staff has entertained visitors from migrant programs from other parts of the United States. These visitors from Texas, New York, North Carolina and other sections of Florida, visited the project in an effort to get first-hand information about an instructional program for migrant children. In turn, these visitors gave the migrant staff ideas that were being developed in other parts of the country. This sharing of ideas has been of mutual benefit.

The Office of Economic Opportunity Conference on Antipoverty Programs for Migrant and Seasonal Farm Workers held in Washington, D.C. in January 1966 was helpful in disseminating information about the problems of the migrant throughout the United States. The project manager has attended several state wide conferences which were beneficial.

The project has been closely coordinated with other state projects through the Coordinator of Migrant Education, State Department of Education, Tallahassee, Florida.

In this coordinative effort, materials developed in the migrant project have been shared with other projects in different parts of the United States. The project has had many requests for the Guidelines for the Kindergarten Teachers... and these requests have been honored. The materials received by the project staff as a result of this joint sharing were of great help in the early stages of development of the Special Educational Project for Migrant Children.